

Scope of Services for 2011-2012 *Voluntary Pre-K for Tennessee Programs*

- I. The Grantee, in accordance with the state-approved grant proposal, will create an early childhood education program for “at-risk” (as described in Section A below) four-year-old children. The early childhood education program will provide high quality early childhood education services in accordance with the *Tennessee Early Childhood Education Plan* as adopted by the State Board of Education and stated in T.C.A. Section 49-6-101. The minimum requirements of the early childhood education program are as follows:

A. Student Eligibility for the Pre-K Program

The grantee shall:

1. Enroll children who are age four on or before September 30 of current school year. (age 3 on or before Sept 30 if enrolled in pilot program)
2. Enroll children who qualify for the Free or Reduced Price Lunch Program.
3. Enroll children with disabilities, children identified as English Language Learners (ELL), in state custody, or those at risk for failure due to circumstances of abuse or neglect.
4. Enroll children who meet local at-risk criteria as established by the local Community Pre-K Advisory Council (C-PAC) or who do not meet any at-risk criteria but are considered unserved or underserved by the process established by the C-PAC.
5. Enroll students with IEPs who are 5 years of age on or before Sept 30th of current school year when an IEP team decision recommends pre-k program as most appropriate placement for meeting IEP goals. Prior to the placement of a child in the VPK program, a request for enrollment under this exception must be reviewed and approved by the director of early childhood programs in the Office of Early Learning. The child’s disability must be more significant than a delay in speech or language.

B. Organization

The grantee shall:

6. Provide appropriate educational activities for a minimum of five and one half hours per day (exclusive of nap time), for a minimum of 180 days.
7. Provide a preschool calendar that includes 200 working days of seven and one half hours for teaching staff with a maximum of 10 holidays as a part of the 200 day calendar.
8. Provide a program that meets the guidelines of Child Care Standards of Tennessee, as regulated by the Department of Education (DOE) or the Department of Human Services (DHS). All sites must pass fire and environmental inspections and be approved by DOE or licensed by DHS. Programs administered by child care agencies must meet the highest rating on the STAR quality scale in order to be eligible to receive a classroom. (*Check with your local child care program evaluator for further information on licensure/approval.*)
9. Ensure all direct services pre-k staff, school level administrators, and any classroom substitutes receive training on Scope of Services, Summary of School Administered Child Care Rules and Regulations, Child Abuse Reporting/Child Safety, and Transportation Guidelines (if applicable). All direct services staff shall receive training on strategies for promoting children’s social and emotional development through either information from the Center on the Social and Emotional Foundations for Early Learning (CSEFEL) or other age appropriate training approved by the Office of Early Learning.

C. Staffing

The grantee shall:

10. Provide sufficient qualified staff such that the classroom has a minimum adult: child ratio of 1:10 for four-year-olds at all times, except for scheduled nap times. The maximum class size is 20 for a class of 4 year old children. (Approved pilot programs serving 3 year olds have an adult:child ratio of 1:8 and maximum class size is 16)
11. Provide, for each classroom, a teacher who is state licensed and endorsed for Early Childhood Education *or* who is teaching under an approved waiver or transitional license.
12. Teachers requesting a waiver or transitional license must submit appropriate application to either the Office of School Approval or Teacher Licensure within 30 days of hire. Adequate progress towards full licensure, as identified on respective applications, must be made in order for the teacher to return to the classroom for a second year.
13. Provide for each classroom a teacher assistant whose credentials shall be as follows: hold at least a CDA or associate degree in early childhood or be actively working toward those credentials. If no person is available who

holds these credentials, then a high school diploma and relevant experience in early childhood education is acceptable for employment. Teacher assistants who do not hold any credentials in early childhood education are encouraged to work toward credentials in early childhood education.

14. Ensure employment of appropriately endorsed substitute when the teacher of record is expected to be absent for a period of 20 or more days due to illness, maternity leave, etc. The education consultant should be notified of this temporary change in staff.
15. Ensure all staff (teachers, teacher assistants, and direct supervisor of the ECE program) obtain annually the required training and minimum number of hours (as specified by health and safety standards) of appropriate staff development relating to the education of young children.
16. Ensure all teachers are evaluated by personnel trained in the use of the TN Department of Education *Frameworks for Evaluation and Professional Growth* so that licensure advancement can occur, pursuant to the Tennessee State Board of Education rules.
17. Ensure pre-k teachers hired by the LEA are provided the same employment rights and benefits available to K-12 teachers (Due to shortened instructional day, planning time and duty free lunch may occur outside the scheduled 5.5 hour instructional day).

D. Enrollment/Attendance/EIS Data Collection

The grantee shall:

18. Follow selection process which meets TCA 49-6-1-10 and then the Community Pre-K Advisory Council's enrollment selection process.
19. Continue enrollment of new students when opening exists up to the last 20 days of schools.
20. Document a child's withdrawal from the Pre-K program using attendance manual guidelines. A parent initiated withdrawal is documented with code 10 and a school initiated withdrawal is documented with code 13. Use of code 13 requires submission of documentation for reason of dismissal to the Director of the Early Childhood Programs **before** child is withdrawn.
21. Maintain enrollment at 90% of the approved classroom capacity for the school year.
22. Foster regular student attendance with the goal of maintaining attendance at 90%.
23. Enter all pre-k children enrolled in school based and non-school based partner classrooms into student information system per attendance manual guidelines. All students must be assigned a classification code of (Q) and a lunch code as follows: (x) eligible for free lunch; (y) eligible for reduced price lunch; or (z) full paid lunch.

E. Health, Nutrition and Safety

The grantee shall:

24. Provide a nutritious breakfast, lunch, and or snack on a regular and appropriate schedule as determined by the length of day.
25. Establish, as a part of enrollment, a process to ensure that each child enrolled has had a health examination which includes documentation of required immunizations for child's age.
26. Establish as part of enrollment, a process to ensure each child enrolled has had or receives a hearing and vision screening which may or may not be a part of the health examination.

F. Behavior Management and Guidance

The grantee shall:

27. Ensure that discipline is positive, reasonable, appropriate, and in terms the children can understand. The behavior of pre-k children is unlike that of k-12 children due to their developmental status. Although temper tantrums and other behavioral outbursts must be addressed to ensure the safety of the child and others, they are a common response of many 4 year olds to new situations and should be treated accordingly.
28. Ensure that corporal punishment (spanking) is prohibited. (School Administered Child Care Rule 0520-12-1-09)
29. Contact the respective Education Consultant should cause for concern arise regarding a student's behavior or attendance record. The consultant will make suggestions for approaches for dealing with the situation. If intervention proves to be ineffective, the LEA shall provide to the State a written request and justification for permanent dismissal of any child from the Pre-K program at the request of the school system. No child is to be permanently dismissed without consultation between, and agreement of, the grantee and the Tennessee Department of Education.

G. Transportation

The grantee shall:

30. Develop a transportation plan to address the needs and safety of the children which includes method of transportation by which the child travels to and from school.
31. Maintain a list of who the parent/guardian has given permission to drop off or pick up the child and follow procedures as stated in State Board of Education Rule 0520-12-.05, *Standards for Child Care Centers and School Age Child Care Programs*.
32. Provide documentation of training on transportation procedures for all staff and faculty responsible for transporting and signing children on and off school buses.

H. Curriculum

The grantee shall:

33. Provide for the use of a comprehensive, research-based educational curriculum, approved by the Office of Early Learning that is aligned with the Tennessee Early Learning Developmental Standards.
34. Provide an educational program that ensures all developmental areas – language, cognitive, social-emotional and physical – are addressed, with a balance between direct instruction, individualized instruction, group activities, and choice of center-based activities. The program will also provide materials and equipment that support the curriculum and offer concrete and relevant experiences. The use of technology to provide appropriate learning experiences may be included in the educational program.
35. Provide an educational program which includes educational experiences to meet the wide range of developmental interests, abilities, and cultural diversities reflective of the children and families served by the program.
36. Ensure that the organization and delivery of the daily activities within the developmental learning program is based upon teacher observations and assessment of each child's development.

I. Transition into the Pre-K Program and from the Pre-K Program into Kindergarten

The grantee shall:

37. Implement a transition plan to introduce each child and family to the Pre-K program.
38. Implement a transition plan to enhance promotion and smooth transition for each child and family into the kindergarten setting.

J. Family Engagement

The grantee shall:

39. Provide a family engagement component that may include, but is not limited to, family consultation, parenting skills training, home visits, and opportunities for parents/family members to volunteer in the program component. These services may be provided through a collaborative effort with other local agencies serving children and families.
40. Conduct parent/teacher or family/teacher conferences regarding each child at least twice yearly.
41. Assist families of children in the Pre-K program needing extended-day/extended-year services outside the five and one half hour/180 day school year to obtain quality care. The partner agency or the LEA may provide the extended services, or they may collaborate with another agency to provide the extended services. A list of child care agencies can be obtained from the Child Care Resource and Referral Agency. (It is **not** mandated that the child care service be provided by the grantee, but the grantee must assist families to obtain the needed child care.) Any services provided beyond the minimum 5.5 instructional day could be subject to fees payable by the family or other available resources.

K. Collaboration

The grantee shall:

42. Ensure that the Community Pre-K Advisory Council meets a minimum of twice a year. Implement the Community Pre-K Advisory Council's (C-PAC) plan. Maintain for public review all minutes of the C-PAC's proceedings.
43. Implement the Community Pre-K Advisory Council's (C-PAC) plan.
44. Partner with other child care agencies for the provision of services per the Pre-K Implementation Plan adopted by the Community Pre-K Advisory Council.

L. Assessment

The grantee shall:

45. Administer the Family Survey in the spring of the school year.

46. Administer the Early Childhood Environmental Rating Scale (ECERS) and write a plan of action to address the areas of need identified by this tool by the end of the first semester for all new programs or programs with changes in classroom location or staff; OR
Document progress of meeting goals set after completing ECERS in previous year.
47. Administer the Early Language & Literacy Classroom Observation (ELLCO) or the ELLCO-revised (ELLCO-R) and write a plan of action to address the areas of need identified by this tool by the end of the first semester for all new programs or programs with changes in classroom location or staff; OR
Document progress of meeting goals set after completing ELLCO or ELLCO-R in previous year.
48. Continue the administration cycle of completing a self assessment or reviewing plan of action of both the ECERS and the ELLCO or ELLCO-R as appropriate for each year the pre-k program is in operation.

II. Reports

The Grantee agrees to file a monitoring report at the ending of the contract period. The report shall include:

- A. The number of children served, number of children who meet free or reduced price lunch income guidelines, number of children with current IEPs (Individual Education Plans) through Part B, Section 619, of IDEA (Individuals with Disabilities Education Act), and other risk factors identified by the State Department of Education.
- B. The process used to validate eligibility, such as: proof of income, screening tool results, or documentation of other “at risk” factors. Documentation must be maintained at the local level.
- C. The educational curriculum and assessment used in the program.
- D. The daily number of hours of the program’s operation and the number of days the program served children,
- E. The names of program director, teacher(s), and staff.
- F. The type of training provided for staff, including the number of hours of each type of training offered.
- G. The transportation arrangements developed for each child.
- H. A list of the parent involvement activities implemented for the year.
- I. A list of collaborative/partnership activities with any State departments or other departments and/or agencies.
- J. The results of the Family Survey, ECERS, and ELLCO assessments.
- K. The Plan of Action which addresses the needs identified by the assessment tools.
- L. Inventory list of any major equipment purchased with grant funds during the current school year.

III. Performance Measures

The following describes quantitative, results-based, performance measures to be used to evaluate successful completion of activities required by this grant contract:

- A. Acceptable performance will be determined based upon responses to a survey instrument completed by parents with children participating in Grantee activities. The Grantee shall distribute survey instruments approved by the State. The Grantee will maintain locally all individual survey instruments for review by the State.
- B. The Grantee will input all student, staff and class information on all pre-k children enrolled in school based and non school based partner classrooms into the local Student Information System or EIS Data Entry System. This information is required for the SEA to generate reports regarding the TN Pre-K Program.
- C. The Grantee will submit annually the Pre-K monitoring report, which addresses compliance with the components of the Scope of Services.
- D. The Grantee will perform and retain on file appropriate teacher evaluations and teacher assistant evaluations.
- E. The Grantee will promptly notify the Department of Education of permanent staff changes and/or any other staff changes that occur over a period in excess of 20 days due to major illnesses, maternity leave, military service, etc.

IV. Teacher Experience

The salary of a licensed educator is determined by a combination of the applicant’s experience and academic training as per Tennessee State School Board rules and regulations. The grantor shall recognize experience teaching in State approved early childhood education programs not located in LEAs for purposes of calculating years of experience that apply when determining salary.